

## **PLENARY SESSION**

### **Looking on Employability from University Business Cooperation**

Samo Pavlin, DEHEMS and EMCOSU project, University of Ljubljana, Slovenia

In his short presentation dr. Samo Pavlin will open discussion how university business cooperation should be surveyed in relation to graduates employability. This is also the central theme of international projects he is coordinating at the moment.

### **The University-Business Cooperation Ecosystem: A model for understanding the important elements affecting University-Business Cooperation**

Arno Meerman, CEO of UIIN & Business Development Manager at the Science-to-Business Marketing Research Centre

The University Business Cooperation (UBC) Ecosystem model is a model that describes how UBC is affected, influenced or supported by other aspects including drivers, barriers, perceived benefits, supporting mechanisms and key UBC stakeholders. The model also shows the outcomes of UBC for HEIs, academics and business, as well as the society as a whole. The model reflects the complex interrelationship and co-reliance among these elements within a 'UBC ecosystem'.

Are you ...

- attempting to develop UBC within your organisation?
- repetitively thinking about the factors affecting cooperation between university and business as well as their how they relate to each other?
- trying to foster open innovation involving universities?
- continually confronted with the challenge of creating better relationships between HEIs and business?
- a revolutionary trying to match researchers with business partners?

... if you answered 'yes' to any of these questions, you are not alone: this model was developed by people like you for these reasons.

Further reading: The State of European University-Business Cooperation : [http://ec.europa.eu/education/higher-education/doc/studies/munster\\_en.pdf](http://ec.europa.eu/education/higher-education/doc/studies/munster_en.pdf)

### **Employers feedback on important elements of graduates employability**

Julie Fionda, European Commission, Higher Education Policy Unit

Presentation will aim to bridge the gap between the worlds of education and work: an outline of the EU policy context on graduate employment and employability, with a spotlight on the findings of a forthcoming study on 'Graduate Employability: what makes the difference?'

Further reading: [http://ec.europa.eu/public\\_opinion/flash/fl\\_304\\_en.pdf](http://ec.europa.eu/public_opinion/flash/fl_304_en.pdf)

### **Relevance of International Student Mobility to Work and Employment – comparison of findings in Brasil, Chile, Slovenia and Finland**

Valeska V. Geldres W., University of La Frontera, Chile; University of Sao Paulo, Brasil

The presentation will offer a comparable insight of three studies that examined the relevance of international student mobility from the point of view of employer in four different states (Brasil, Chile, Finland and Slovenia). The aim was to look for answers to questions, such as whether international experience during

studies is useful with regard to employment and whether it bears relevance with regard to recruitment of new graduates. The survey looks at the issue from the perspective of employers: How do employers view studies and work placements abroad? How does international experience rate when recruiting new graduates? Do employers feel that they can benefit from graduates' international experience?

## **Employability and higher education: what it is – what it is not**

*Sonia Hendy-Isaac, Birmingham City University*

The presentation will make a case for employability as a set of achievements which constitute a necessary but not sufficient condition for the gaining of employment (which is dependent, inter alia, on the contemporary state of the economy). Employability as will be presented, considerably more complex than some proponents of 'core', 'key' and 'transferable' skills have suggested, and is strongly aligned with the academic valuing of good learning.

Further reading:

[http://www.heacademy.ac.uk/assets/documents/tla/employability/id116\\_employability\\_in\\_higher\\_education\\_336.pdf](http://www.heacademy.ac.uk/assets/documents/tla/employability/id116_employability_in_higher_education_336.pdf)

## **TUNING: A New Strategy for Modernising Higher Education Degree Programmes**

*Robert Wagenaar, TUNING Academy, University of Groningen*

A serious concern - expressed worldwide - is how to prepare the 21st century student for his or her role in society. Inspired by the Bologna Process the Tuning Educational Structures initiative has formulated a convincing response to that challenge by developing a methodology for designing, implementing, delivering and enhancing curricula using the student oriented approach replacing the staff centred approach by developing and applying the concept of key subject specific and generic competences and learning outcomes. New or revised curricula should be designed on the basis of the Tuning subject area based Meta-profiles or benchmarks and the Tuning Sectoral Frameworks. These validated profiles and frameworks have been developed on the basis of large scale consultations among stakeholder groups - including employers - and an intensive process of discussion and reflection among academics.

By now, the Tuning methodology is tested and used in nearly 100 countries, including Russia, Latin America, Africa, as well as the USA, Australia and Canada. In 2012 a large scale Tuning project started in the Central Asian countries, and a pilot study in China.

Further reading: <http://www.unideusto.org/tuningeu/>

## **Skills anticipation in the Russian hi-tech industries for curricula development**

*Prof. Svetlana Sigova, Deputy director for research of Budget Monitoring Center of Petrozavodsk State University, Russia*

Labour market which doesn't meet the present-day requirements due to the lack of effective human resources management results in modernization and technological renovation slowback. To overcome these challenge the Ministry of Education and Science in Russia in 2011 launched a large-scale 3-year research project titled «Anticipating skills demand in hi-tech industries».

Among the main results achieved so far in the research project are: methodology on skills anticipation embracing 3 strategic foresight-sessions as well as 3 huge surveys of experts, employers, and employees who work in 7 hi-tech industries. The evaluation of the personnel in respect to the skills on demand was made based on new instrument "skills barometer". The recommendations for the main actors, such as Ministry of Education and Science of the Russian Federation, Russian higher education institutions, National Skills and Qualifications Network, Strategic Initiative Agency under President of Russia, were elaborated.

The achieved results on perspective skills for hi-tech industries made it possible to formulate requirements to VET taking into account the technological innovations development in hi-tech industries towards 2030. The results will contribute to resolving the occupational-qualification challenge, necessary for economy staff training, provide employment guarantees, allow to fill in free job places.

## **WORKSHOPS**

### **Pedagogy for Employability (Employability; beyond a definition - the why, what and how)**

*Sonia Hendy-Isaac, Birmingham City University*

This workshop will explore some of the complexities of the term 'employability' and encourage consideration of its importance to institutional strategy, departmental ambitions and individual Higher Education practitioners in delivering student experience. This workshop will facilitate understanding of the why, what and how of employability, and lead participants to construction of their own action plan.

Further reading:

[http://www.heacademy.ac.uk/assets/documents/employability/pedagogy\\_for\\_employability\\_update\\_2012.pdf](http://www.heacademy.ac.uk/assets/documents/employability/pedagogy_for_employability_update_2012.pdf)

### **TUNING Model for designing, implementing and delivering curricula**

*Robert Wagennar, TUNING Academy, Groningen University*

The purpose of the workshop is make the participants acquainted with the Tuning methodology and tools for student centred degree programmes, based on the competences and learning outcomes approach, which meet the needs of society of today and tomorrow. Tuning has developed two main tools for up-to-date high quality degree programmes: the TUNING List of Key Questions for Programme Design and Programme Delivery, Maintenance and Evaluation in the Framework of the Bologna and the TUNING Checklist for Curriculum Evaluation. Both will be discussed on the basis of the Tuning Ten Step Approach. In this context attention will also be drawn to the formulation of Degree Programme Profiles and the writing of good Programme Learning Outcomes statements.

Further reading: <http://www.unideusto.org/tuningeu/>

### **Enhancing the Quality of practical placements of students – Internship guide Step by Step**

*E.E. (Esther) Haag, University of Groningen, Faculty of Arts*

General objective of a placement is to acquire the ability to bring practice and theory together. This will be tested through the student's participation as a professional in a field related to the area of expertise of the educational programme. Due to the fact that a placement is outside of the university, it seems difficult to guarantee the academic level. It shouldn't be. This workshop will focus on the steps a HEI can undertake to monitor quality of the international placements their students undertake.

Further reading: <http://www.unideusto.org/tuningeu/component/content/article/14/382-new-internship-guide-work-placements-step-by-step.html>